PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

JUN 24 1929

A Twentieth Century Challenge

Journal of EDUCATION

BOSTON, MASS.
Vol. CIX, No. 25

June 24, 1929

TEN CENTS A COPY
BY THE YEAR, $3.00

They Meet the New Latin Requirements

PLACE'S FIRST YEAR LATIN
Price $1.32

PLACE'S INTERMEDIATE LATIN LESSONS
Price $0.40

BY PERLEY O. PLACE, Litt. D.,
Professor of Latin, Syracuse University

IN ***Place's First Year Latin*** the work for the first year is simplified and the ground covered is reduced, following the recommendations of the Classical Investigation. The book gives pupils a sure mastery of the essentials and a keen pleasure in the study.

Place's Intermediate Latin Lessons provides the work recommended by the Classical Investigation Report for the beginning of the second year. These two books are combined in ***First Year Latin, Enlarged:*** Price, $1.40.

AMERICAN BOOK COMPANY

New York *Cincinnati* *Chicago* *Boston* *Atlanta*

New Test and Practice MATERIALS

CASE STUDIES FOR CLASSES IN CIVICS—DeWitt S. Morgan.

The case studies present some of the basic issues of democracy through interesting situations drawn largely from school life. Questions requiring a thorough pupil-analysis are provided.

TEST AND STUDY EXERCISES IN GENERAL SCIENCE—J. T. Giles.

A General Science Workbook in the most simple, searching and convenient form, including Diagnostic and Mastery Tests on all the various topics usually found in modern textbooks of General Science.

REVISED STUDY-PERIOD PROJECTS—Elda L. Merton.

Now in TABLET FORM. Silent Reading Seatwork for the Primary Grades that is easy to use and at the same time develops silent reading power.

THE LENNES TEST AND PRACTICE SHEETS IN ARITHMETIC—N. J. Lennes.

Progressive practice material, standard tests, and problem material for Grades 2-8. Full-year and half-year tablets, with two Score Cards in each tablet.

THE LAIDLAW TEST AND EXERCISE BOOK IN SPELLING.—A. C. Senour.

Designed for classes using the test-study method in spelling. A complete and permanent record of the pupil's progress which reveals individual pupil difficulty. A new feature—THE CHART OF PROGRESS.

Write for Descriptive Folders

LAIDLAW BROTHERS

2001 Calumet Avenue, Chicago **36 West Twenty-fourth Street New York**

For high schools and business colleges

ELWELL-FOWLKES BOOKKEEPING TEST

By
F. H. Elwell and J. G. Fowlkes
University of Wisconsin

A more reliable, valid, and comparable measure of achievement in bookkeeping than the customary final examination.

Test 1 for first half year and Test 2 for second half year, each obtainable in two forms, cover the five main divisions of bookkeeping: general theory, journalizing, classification, adjusting entries and closing the ledger, and statements.

The test is especially helpful in **adjusting teaching emphasis** since results indicate just how well students have mastered each major division of bookkeeping. It makes possible comparison of classes and schools, and uniform standards for entering upon second semester and second year. Results of the test may be applied with complete confidence in the **educational and vocational guidance** of students.

Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York
14 Beacon Street, Boston 2126 Prairie Avenue, Chicago
Also Atlanta, Dallas, San Francisco, Portland and Manila

In their second printing within two months of publication

CHARACTER BOOKS
for Grades IV-V-VI
By Curtis Gentry

That the importance of character education has at last been realized was proved by the emphasis placed upon it at the Convention of the International Kindergarten Union at Rochester, N. Y. in May. Dean William F. Russell, of Teachers College, Columbia, declared that: "Character education is the outstanding end of our education. To the degree that we achieve it, we succeed; to the degree that it eludes our grasp, we fail."

The success of the Gentry CHARACTER BOOKS in providing a program of character education was proved by their enthusiastic reception this spring. They offer a time-saving and constructive course of character building. Abstractions are reduced to concrete interpretations, and moral values are directly applicable to the everyday life of the pupil. The "learning by doing" method secures the willing co-operation of the pupil.

D. C. Heath and Company

BOSTON NEW YORK CHICAGO ATLANTA
SAN FRANCISCO DALLAS LONDON

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR JUNE 24, 1929

EDITORIALS:—
Out-of-Date Machines 691
A Successor to Edison 691
Abbot Academy 692
A School and Citizenship Day 692
David Hopkins, Congressman 692
Appreciating General Palmer 692
Henry Barnard School 693
Indiana's Reorganization 693
Great Educational Program 693
Ten Years of President Cousens 693
Hendricks and Warrensburg 693
Berea Not Parma 693

BELDING'S PAGE 694
Incorrigibles 694
University's Function 694
Postponed Careers 694

A TWENTIETH CENTURY CHALLENGE 695
By I. D. Weeks

WHO? (Poem) 697
By Mildred Gilmer

HOME AND SCHOOL WORKING TOGETHER 698
By Edith G. Boutwell

EVERY TEACHER A BLACKBOARD ILLUSTRATOR 700
By John G. Wolcott

FORTY-SIX YEARS IN BOSTON 701

PERSONAL AND PROFESSIONAL 702

EMMA WILLARD 703
By A. E. Winship

THE DERIVATION OF OXFORD 703
By Jacques W. Redway

YOUTH TAKES THE HELM 704
By Arthur Dean

EDUCATION IN ACTION 705

TREND OF THE TIMES 707

THE BOOK TABLE 708

GRINS BETWEEN GRINDS 709

JOURNAL MAIL BAG 710

JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.
Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

EDITORIALS

Out-of-Date Machines

"MACHINES are out of date before they wear out," is one of Henry Ford's thrilling sentences.

There is nothing comparable to the out-of-dateness of machinery, unless it be the machinery that makes machines.

This is as true of human machinery as of inorganic machinery. A political machine, any organization machine, is out-of-date in an inconceivably short time.

The National Education Association machinery of 1920 is as out-of-date as a 1920 Ford car.

Subject methods of 1920 are no more valuable today than a woman's personal outfit of 1920 would be to her at a society event today.

A man of forty whose intellectual machinery is running as it was running at thirty is infinitely more out-of-date than a man of seventy who left his intellectual machinery of sixty-nine behind on his seventieth birthday.

Don't worry about wearing out, but keep a sharp lookout that your intellectual machinery does not get out-of-date.

Intelligence tests as to native capacity are idiotic when the testing is by machinery that is out-of-date.

What schools need, what teachers need, what teachers of teachers need is an insurance policy that will guarantee that they are not out-of-date.

What next? They are using airplanes to round up wild horses in Montana, so that cattle can feed on the ranches!

A Successor to Edison

THOMAS A. EDISON would like to have a high school lad educated to succeed him in science and invention, and every state is entitled to present a certain number of students who satisfy the state officials that they are qualified to go to Orange, New Jersey, and try to pass Mr. Edison's test.

There has never been anything comparable to this in American education.

Indiana takes this opportunity seriously, and one of the daily papers had an article each day

by some eminent schoolman of the state saying what attainments a youth should have to apply for such a test. Two days while we were in the state there were articles by Dr. L. N. Hines, president of the Terre Haute State Teachers College, and by Dr. Robert J. Aley, president of Butler College. They were wholesome advice for every high school boy to read.

The University of Virginia gets $6,000,000 more. This is for the education of needy youth.

Abbot Academy

IT IS INTERESTING as one reads of the festivities of Abbot Academy in 1929 to think of the situation in 1829.

A century ago Mary Lyon, principal of the Ipswich Girls School, at thirty-three years of age, was appealing to groups of women in Boston to make it possible for her to continue the school at Ipswich. Rufus Choate, the most brilliant lawyer in Massachusetts, was telling his clients and other men of means that it was scandalous to allow Ipswich Academy to close when so little money would allow it to educate young ladies. Mr. Choate and Mary Lyon agreed that it was impossible to induce people to think that academic education of women was feasible.

Mary Lyon went back to her home in Buckland, and made the farmer folk believe that she could give girls as good an education as boys had, and do it for sixty dollars a year, board and tuition. She agreed to receive only two hundred dollars a year and her board for her services as principal.

The country folk believed her and they invested $68,000 in her adventure, and at forty-one years of age she had the buildings ready for eighty-five young women.

More than three hundred girls from Boston to Savannah applied, and the village homes of South Hadley did everything they could to take care of as many of the surplus applicants as possible.

Mount Holyoke Seminary opened the year that Horace Mann became secretary of the Massachusetts State Board of Education, and Mary Lyon specialized in preparing young women to teach in the public schools.

Abbot Academy had been functioning for eight years when Mount Holyoke Seminary was besieged by three hundred women for admission.

It is interesting to know why Abbot Academy could open in Andover when Mary Lyon could not keep Ipswich Academy, not far away, alive.

Andover was the only place in Massachusetts where a girls' school could have been established in 1829.

Phillips Andover Academy was opened forty years before, and Andover had been under the magical spell of the presence of young men infatuated with the joy of academic achievement.

A hundred years have passed since Abbot Academy in a modest way met the academic aspirations of the sisters of the young men who were infatuated with Phillips Academy, and the Women's Colleges of Massachusetts recognized their debt to Andover, whose young men had educated their parents to appreciate the aspirations of their sisters for academic opportunities.

The celebration of 1929 loses most of the charm of the addresses of Dr. Mary E. Woolley of Mount Holyoke, Dr. Ellen Fitz Pendleton of Wellesley, and Dr. William A. Neilson of Smith College, if one does not realize that Abbot Academy was functioning eight years before Mount Holyoke, and forty-six years before Wellesley or Smith opened their doors to women.

The University of Cincinnati is to have a Young Men's Christian Association building that will cost $400,000. It is the gift of Mr. and Mrs. Gamble of that city.

A School and Citizenship Day

CHICAGO had a "Civic Assembly" in the Auditorium Theatre on May 24, under the caption "School and Citizenship Day."

It was one of the functions of Boys' Week, of which George W. Dixon is president. The "School and Citizenship Day" program was in charge of Superintendent William J. Bogan.

It was one continual thrill of pageants, bands, orchestras, and orations, but there were two features that would of themselves have made the occasion famous; one was the address of Jane Addams on "The Public Schools the Safeguard of Democracy," and the other was the presentation by Julius Rosenwald of awards as "Public Recognition Representatives of Leadership Distinction in the High Schools."

David Hopkins, Congressman

ONE of the surprises of the last national election was the success of David Hopkins, superintendent of St. Joseph, Missouri, in his candidacy for party nomination from Congress, and election in a district in which a candidate of his party is rarely successful.

Mr. Hopkins has a habit of producing surprises. He was elected to the superintendency of St. Joseph from the vice-principalship of the high school.

Appreciating General Palmer

GENERAL WILLIAM J. PALMER, founder of Colorado Springs, and largely responsible for the creation of Colorado College, has had

his service to the city and college recognized by George Foster Peabody, of New York, who has provided a memorial tablet for the college, and President Charles C. Mierow received it in a eulogistic address.

We recall the fact that we know General Palmer and of his interest in establishing Colorado College from 1882 onward, and few men whom we have known have done more for community and school improvement or have done it more graciously than did General Palmer.

Henry Barnard School

THE Rhode Island "College of Education," Providence, has a Teacher Training School with a professional capacity which Professor Clara E. Craig has made every way worthy of the famous American educator whose name it bears.

With the engineering skill of Dr. John L. Alger, the Henry Barnard School has a building and equipment as distinct in its personality as is the professional achievement of Professor Craig.

The building is entirely apart from the College of Education buildings. Each of the classes from the kindergarten through all of the grades has a room of its own, and each group of subjects has a group of rooms, equipped for every possible advantage in teaching and study.

Professor Craig has a personal professional flavor for every grade and for every subject and for the blending of grades and subjects.

Dr. Alger was several years in educating the state to create a "College of Education" and several years more in educating the state to provide a teacher-training school for which he was allowed adequate funds and entire freedom in arranging everything to meet the highest professional opportunity of Professor Craig and himself.

Nowhere between the seas is there greater professional personality in the preparation of teachers than in the Rhode Island College of Education.

Indiana's Reorganization

INDIANA'S educational institutions have had a delightful reorganization. The state institutions for ten years will have a two-mill tax for buildings and grounds. This will give the State Teachers Colleges at Terre Haute and Muncie—and they are now legally State Teachers Colleges—each $75,000 every July and January. They receive their first $75,000 on July 1, this year.

Great Educational Program

PRESIDENT HOOVER, through the Secretary of the Interior and the Commissioner of Education, has proposed the first adequate interpretation of the signs of the times in education that has been dreamed of in the sixty years of attempted Federal leadership.

There has never been grouped for any educational study thirty men and women as representative in the three groups for the study of special phases of education.

The Big Eleven is characteristic of the selection of the thirty: Charles R. Mann (chairman), J. W. Crabtree (secretary), William M. Davidson, Charles H. Judd, James E. Russell, Lotus D. Coffman, Uel W. Lamkin, Frank Cody, William F. Russell, Samuel P. Capen, George F. Zook.

The fact that one-third of the entire group are women shows progress, even if no one of the Big Eleven is a woman. The ten women are thoughtfully selected: President Mary E. Woolley of Mount Holyoke; Lida Lee Tall, State Teachers College of Maryland; Agnes M. Samuelson, State superintendent of Iowa; Edith B. Joynes, president of the Department of Classroom Teachers of the N. E. A.; Mrs. L. W. Hughes, Tennessee; Mrs. F. P. Bagley, Massachusetts; Rita Bane, Wisconsin; Lois H. Meek, and Gladys Harrison, Washington, D.C.; and Sarah C. H. Bogle, Chicago.

Ten Years of President Cousens

JOHN A. COUSENS has been president of Tufts College, Medford, Massachusetts, for ten years, and they have been years of wonderful development financially and educationally. He is not only a business man of superior poise and foresight, but he has demonstrated rare professional vision. The faculty and the alumni celebrated his tenth anniversary by ardent appreciation of the masterful leadership he has demonstrated.

Hendricks and Warrensburg

DR. E. L. HENDRICKS, president, State Teachers College, Warrensburg, Missouri, has the joy of seeing that historic professional institution larger and everyway better than ever, in material prosperity and modernized professionalism. The faculty is notably harmonious and scholastically virile. The governor and the Legislature have taken especial pains to demonstrate their devotion to professional education.

Berea Not Parma

A. W. YAWBERG, superintendent of Cuyahoga County, Ohio, for many years, was elected superintendent of Parma, a suburb of Cleveland, and intended to accept, but Berea, where he has lived for twenty-two years, outbid Parma, and there were other and personal reasons why it was pleasant for him to accept the Berea election. Berea is one of the famous boom cities of the country.

Belding's Page

INCORRIGIBLES

A TRIO of wild youths escaped from a state industrial school at Manchester, N.H., the other day, by threatening a guard with firearms. Then by a series of stolen automobiles they fled through two states into Connecticut, where they were caught by a patrolman with motorcycle.

The young thugs, their ages around twenty, boasted of being "tough guys." But apparently their desperate acts were prompted chiefly by the desire to get beyond reach of the school, which was their prison.

Schools which exist to reform boys who have had a bad start do not score complete success. Schoolmen who deal with normal boys and girls may well feel sympathy for their colleagues whose problem is so much more difficult.

Reformatories, like hospitals, are institutions which are a confession of society's failure, thus far, to conserve human health as it should be conserved—and by "health" I mean health of mind and morals as well as health of body.

In seeking to escape from an industrial school, the three youths manifested a desire for freedom which is common to all. What they had not learned was that freedom comes through doing the right thing. One may escape from prison bars and still be chained to all that is vile and degrading. One may remain in a dungeon and become free from thoughts and conditions which drag life down.

Education has a lot to learn about shaping human wills to want to do the right thing and make life count.

UNIVERSITY'S FUNCTION

PRESIDENT-ELECT ROBERT M. HUTCHINS of Chicago University disagrees with critics who charge that professors are "undermining religion" and "teaching communism." That, at any rate, is not the true aim of university training, as Dr. Hutchins sees it.

His idea of a university is a place where men may learn to think; to think straight, if possible; but at all events to think for themselves.

This conception of a university is dynamic. Students must be prepared to face new and complex problems. The wisest professors cannot supply answer books in advance of real situations, and even if they could their graduates would refuse to use them.

If any real difference exists between the man with a university degree and the man who started to work at a job several years earlier, it is in the ability of the graduate to study a mass of facts in all their varying relationships and to reach a conclusion as to their meaning. Men lacking the advantages of higher education are sometimes timid, knowing their lack of thought power; sometimes courageous in spite of such lack; and—we must admit—sometimes just as competent to think and as quick to act with sound judgment as the man with college trained mind. Much depends on the individual, after all.

As for "undermining religion" and "teaching communism," some professors do lend their influence in those directions. We have too many professors with unbalanced minds; too many who never worked out a philosophy of life that will "hold water." Such professors are often more bent upon instilling their half-baked theories into the minds of youth than in awakening the processes of thought. Universities will never cease to need the services of professors who add to their scholarly attainments a contagious nobility of soul and a deeply-rooted faith in God and their fellowmen.

Men emerge from universities with a vast number of ideas they have never tested by their own thinking. Those ideas have better results if professors of high character and purpose and keen discernment have weighed and sorted and appraised them for their students.

Perhaps it is better not to think at all than to think wrong, habitually, because of mistaken premises and distorted vision of reality.

POSTPONED CAREERS

IF YOUTHS are to enter college at seventeen, as President Lowell hints they should, then college will need to be a different place, giving more supervision and guidance than are now provided.

While it is true that training for a profession today requires too many years of a man's life, there will be a difference of opinion as to what period of preparation should be omitted or condensed.

The best place to cut may be the years of college. Two years in place of four, may be the answer.

Secondary schools, on the whole, handle their four years to good advantage. Students make steady progress. There is no terrific struggle at the close of two years to decide what the next two years shall include. Many a college or university student, on the other hand, comes to a difficult crossroads at the end of two years. The value of the third and fourth years is often questionable, not only to the student trying to make his choice, but to the graduate looking back.

Not earlier entry into college but earlier leaving may be the ultimate solution of the problem.

Anson W. Belding

Associate Editor.

A Twentieth Century Challenge

By I. D. WEEKS
State Teachers College, Aberdeen, South Dakota

THE passing of each century has left traces of numerous endeavors, some of which have been deemed to the best interests of society and others have proven to be obstacles in the way of progress.

Every century has had its challenge, and the twentieth is not peculiar in this respect. Man finds that he must adjust himself to the problems of each passing day and year. Perhaps there have never been five decades in all of the history of the world when more challenges have been thrown at the human-kind than during the past five.

The business and laboring man is not alone in the struggle to meet the multitudinous changes wrought with each passing day. The educator from the largest university presidency down to the classroom teacher in the most remote rural school is confronted with the same perplexing situation.

Youth has been ushered into a new arena where the games witnessed by the Roman spectators were as mere child play when compared with the game of life in which young America is endeavoring to make a "touchdown."

Adults are striving to provide an educational system that will assist youth in the problem of adjustment. The schools of today are mirrors of the public opinion of yesterday. Public opinion will be different tomorrow than it was today. Consequently, education will always be in a state of flux. To be progressive it must be evolutionary in nature. Inasmuch as it is an instrument of human endeavor it will be criticised by society. Much is being said both for and against the schools of 1929. It would be unpolitic to take the time of the reader to go into a long discussion of the common ailments of education as voiced from the pulpit, press, forum, and street corners. However, the president of one of the large mid-western universities in an address a few days ago stated three causes of failure of students in institutions of higher learning, which the author feels sound a real challenge to the teachers as well as parents of American youth. This educator said that "Lack of knowledge of how to study, unwillingness to work, and minor defects in character were the three principal causes of delinquency in the institution over which he presided as president."

Failure is a serious thing wherever it is encountered, whether in the grade school, the university, or in the world at large. Perhaps it is much more serious as it occurs in life outside the school, for the world does not furnish buffers to absorb the shock. It would seem, therefore, that a challenge well worth the consideration of the classroom teachers and professors in teacher-training institutions is that of how to teach boys and girls so that delinquency might become less and less.

It is one thing to know that a condition exists and quite another to know how to remedy it. The colored man was conscious of his rheumatism, and that treatment in hot springs sometimes brings relief. However, the fact that he was heating a pair of bed-springs on the stove to relieve the malady indicated his inadequate knowledge.

The author endeavors in this brief article to suggest a few things that should do something to alleviate the causes of failure.

What are the reasons for ineffective knowledge of how to study? First, the student has not been taught to read in the sense that he is not able to use books. When confronted with a lesson that requires delving into reference material he is nonplussed. He does not regard the dictionary and the encyclopedia as his friends. He has not been taught to exercise judgment in the selection of material nor in forming conclusions based upon reading. He cannot follow directions effectively. This does not apply alone to the pupil and student, but to teachers as well. For example, in one of the teachers colleges of the Middle West the faculty are given written directions each spring as to how to march and where to sit during the commencement ceremonies, and invariably these directions are not read or are mis-read, and confusion ensues at the ceremonial proceedings.

Teachers have believed in the idea that all that was necessary was to "teach reading." Little note was taken of the specific abilities common to reading and study as pointed out in Yoakam's recent book on "Study and Reading."

Second, correct study habits have been left to chance. The study-life of the average school child has been like that of "Topsy." It has been assumed that a child would master this essential. Consequently, no specific training was given to develop a study conscience, consciousness, or technique. It has been comparatively recent that any attention has been given to the study schedule. In the past the emphasis was placed upon the recitation program for the day.

What are the remedies for this precarious situation? First, boys and girls must be taught how to study. They must be taught the importance of a definite time and place. They must come to see the need for adequate preparation for the study period. The need for the tools that will be used and the significance of comfortable, hygienic surroundings must be taught.

In the next place nothing should be left to sheer

chance. Pupils should be taught how to outline, to summarize, to pick out the central thought of a paragraph, to evaluate material and to follow written directions. The skilled surgeon leaves nothing to chance. He insists that everything be placed in readiness before he will attempt even a minor operation.

The one-room rural school affords a splendid opportunity for teaching pupils the art of study. The nature of the organization of school makes it paramount that a child do many things for himself. The teacher's time must be distributed among all of the pupils. Likewise the small rural school is in a strategic position because the teacher has so many personal contacts with each child. If she is alert she cannot help but know the shortcomings of her pupils.

The second criticism, namely, the lack of desire to work, is due to a number of things varying with each individual. There are, however, certain causes that may be applied to the group.

The city child is a victim of unfortunate circumstances. He lives under conditions where the "chores" of the country lad are unknown. He cannot mow the lawn lest he rob a laborer of employment. He cannot chop wood because the gas company furnishes the fuel. He is unable to pump and carry water since there is no pump. In other words, the youth of the towns and cities are slaves to a new mode of living. Unless the parent in all of his wisdom sees the danger of unemployment in youth and prescribes a remedy young America will not learn how to work because of the home.

The country boy has a brighter outlook. He learns early in life that he is responsible for certain tasks. He learns to milk cows, to carry fuel and water, and to do many chores about the farm. With such home training he comes to the school better prepared to know how to work and assume responsibility.

The foregoing are conditions over which the teacher has little control. Hence, are there other causes for the lack of desire to work? The author believes that there are.

Psychologists have proven that activity is one of the urges of human nature. That an individual rested and healthy is more satisfied when engaged in some form of activity. Children are dynamos of human energy. They follow the line of activity within their own immediate interest.

Teachers have not thought it important to find out the interest of each child and to capitalize upon it. In the early years of school experience pupils talk freely to their teachers about their yearnings and aspirations. But since this frequently meets with a deaf ear they soon cease to converse with the teachers about the things in which they are most interested. It is the unusual teacher in the upper grades of the elementary school who so has the confidence of her pupils that they will talk frankly and freely about themselves. In the mind of the writer one reason that children have not learned to work in school is because the "doctrine of interest" has been academic rather than applied in pupil-teacher contacts.

Schools too often encourage slovenly habits of work and penalize initiative, originality, and industry. Pupils who are told to quit spending so much time on a certain subject lest they not have time for another are discouraged and thwarted in giving the "Plus." Teachers who adhere strictly to one test and look with disdain upon the pupil who suggests ideas or facts gleaned from other reading encourage dilatory habits of work. The mechanical lesson-hearing school tends to impede genuine industry.

There are, however, many hopeful signs in the educational firmament which give voice to the creation of a schoolroom environment where purposeful activity will be fostered.

Objective and directed seatwork in arithmetic, spelling, history, geography, reading, and in fact most of the subjects where pupils are encouraged to work along clear-cut lines, to note their progress and to be freed from mechanical reciting are indications of a better and more productive age in education. For example, the contract plan in modified form used in an eighth grade in a rural school showed the pupils to be desirous of working when they had a well defined and interesting task to perform. In fact, when they were confronted with questions that they could not solve they asked the teacher for a group meeting or a class period. How different from the "reciting" school.

The problem and project when really genuine in the minds of boys and girls afford splendid opportunities for the cultivation of habits of industry.

No doubt there are many other valuable methods for the establishment of a work-conscience. However, I will mention only one more, that of adapting the work to the individual abilities of the child. Many a valedictorian of his class becomes a loafer because he is not kept profitably employed. Many a mediocre pupil ceases to work because the task placed before him is beyond his ability.

Parents and teachers should endeavor to develop a work consciousness so that youth might say with Van Dyke:—

> "This is my work, my blessing
> Not my doom, and of all who live,
> I am the one by whom it can
> Best be done in the right way."

The university president mentioned another cause for lack of success in higher institutions of learning, namely, that of minor defects of character. Such disparaging characteristics as: dependability, non-co-operation, selfishness, self-consciousness, boastfulness, and dishonesty, common among both young and old, give rise to a momentous question.

It would be unfair to lay all of the blame for

this situation at the door of the school; however, it is with this institution that the author is especially concerned.

Schoolroom management of the straight-jacket, military type has tended to make of youth puppets rather than thinking, responsible citizens. The "turn, rise, pass," or the "one, two, three" system of government will do little to develop a group of folk who are able to cope with the problems of a representative form of government.

Methodology and technique that penalize a critical attitude, or squelch a difference of opinion, can do little in the development of independence, unselfishness, and tolerance. When texts and teachers' opinions are considered infallible and sacred, it is difficult to foster open-mindedness.

Examinations are a decided obstacle to true education when used as a club or hurdle over which the child must pass. False standards are set up and the real values are hidden when children are goaded to pass tests. After a time these youthful minds come to think that the alpha omega of education is to get through the examination maze.

A brighter day is dawning, and it will be only a question of time until teachers with vision will replace the old fetishism of marks, grades, examinations, dogmatism, and intolerance, so poignant in the minds of children, with constructive wholesome situations conducive to learning.

The Young Citizens League of South Dakota is doing much to create an attitude of responsibility on the part of youth. This is evidenced by school practices, such as program planning, schoolroom activities and schoolground projects. The morale of the entire school seems to profit by a well organized Y. C. L.

Thought-provoking questions, socialized recitations, problems and project lessons are destined to present situations whereby open-mindedness, tolerance, co-operation, and responsibility may be developed. Training pupils to verify statements, to demand proof, is of invaluable significance in making "the world safe for democracy."

Every recitation should be a place where the teacher consciously strives to strengthen desirable urges and to thwart undesirable impulses. For illustration, if Mary is timid and reticent the teacher will strive to do something each day to develop Mary's self-reliance. This may be accomplished by asking questions that she is certain can be answered by the little girl. Sometimes praise quietly and tactfully given may tend to foster courage and poise. More and more are the so-called "by-products" coming to be most vital in the place they serve.

SUMMARY.

The elementary school must hear the challenge and accept it if the onward march of youth is to bring forth wholesome fruit in due season.

Pupils must be taught How to Study. This necessitates the teaching of reading as a subject of specialized units each possessing definite skills, habits, attitudes and knowledge. Study must be taught rather than caught.

A desire for and a knowledge of work can be kindled by appealing to the child's immediate interest. Intelligent utilization of self-directed study in form of workbooks, outlines, and contracts will serve to develop attitudes and ideas of industry.

Character defects of minor degree will vanish when school practices of dogmatism, militarism, autocracy, and a sacred attitude toward textbooks and teachers' opinions give way to the creating of situations that will make for assumption of responsibility, for the seeking of problems, and will foster a search after truth.

A challenge of the Twentieth Century goes out to you teachers of youth. Disregard it and young America will continue on the toboggan slide toward indolence, intolerance, and frivolity. Heed the challenge and the storms of distress will give way to the sunshine of wholesome citizenry.

Who?

By MILDRED GILMER

Elko, Nevada

Who teaches Johnny how to read,
To saw a board and plant a seed,
To pound a nail, the right one please,
And in his kerchief hide his sneeze,
To speak politely to his ma
And not in all things ape his pa,
To wash his hands, his face, his mouth,
To tell the north pole from the south,
To tell the time, keep every date,
And with fresh air postpone his fate,
To treat with kindness all his pets,
Decide who's right, the drys or wets.

* * * *

Who takes this wriggling, squirming kid
Who at Life's corners is like to skid
And in twelve years attempts to train
His manners, morals, hand and brain
To be a President or hero
And smile should pipes burst when it's zero,
To be keen, polished, poised, polite,
And always know which spoon is right,
To be a statesman, bum or preacher
With character writ large on every feature?
Who gets the credit for this marvelous creature?
Well, what do you think? IS it his teacher?

—Margaret Haley's Bulletin.

Home and School Working Together

(Report of the New Hampshire Parent-Teacher Association Meeting)

By EDITH G. BOUTWELL

THE State Parent-Teacher Association met in historic Portsmouth, N.H., where sixteen years ago the pioneer organization of this state had its birth. Miss Alice Mildram, principal of the Portsmouth Training School, located at the Farragut School, represents in education the same fine spirit characteristics of the great general for whom this school is named, and through her initiative the first organization of co-operation between parents and teachers came in this state.

For many years parent-power in education received little emphasis. Its formal recognition began about thirty-two years ago, and judging from the progress as voiced in this convention, the influences have been far-reaching, and the parent-teacher movement has advanced far beyond pioneer stages. As Superintendent H. L. Moore of Portsmouth states: "There is no other organization that covers the same road or takes up the whole phase of the child."

Strong leaders are found back of all marked progress, likewise in the P. T. A. work in New Hampshire, through the leadership of Mrs. Fred Libbey, of Franklin, the state interests have been greatly advanced. As president of the local organization in Franklin, she increased the membership from 90 to 352, and all other phases of the work accordingly gained impetus. This success attracted state-wide interest, and at the next state election she was made state president. In this larger field she proved true the philosophy that "He that is faithful in that which is least, is faithful in that which is much," and through her untiring efforts the number of organizations in the state increased from twenty-nine to seventy-eight, with a total membership now of approximately 3,250.

The dominant note of the convention was the development of the whole child, such as would fit him to meet life in his special environment. Superintendent H. L. Moore, of Portsmouth, an educator of keen mind and progressive spirit, spoke of the great need of P. T. Associations in helping to work out educational problems to best advantage. He commended the general plan of organization. He considered education as the chief business of the nation, yet regretted that the government gave such a small per cent. toward education. Because the behavior pattern of a child is largely set before he is three years of age, the home's responsibility is great in the early stages, and therefore the work of the school progresses or is handicapped by the parents' training or lack of training. The schools have made intensive studies of children, have developed standards of mental and physical testing which help in placing a child rightly. Through parent-teacher organizations the home may become aware of educational findings, and work more intelligently with children. The training of children is the most serious of all occupations, yet parents with no training have the task in hand. National P. T. A. has pre-school age groups, school age, high school and college groups all functioning differently, and thus training for parenthood at all stages is available. Through this organization the experiences and standards of home, school, church, and community may be unified for the child's good and the future of the state.

Dr. John Nichol Mark, of Arlington, Mass., gave an inspiring talk on "Ethics of the Hearthstone." Dr. Mark said: "If our young people are to be the hope of America they must be taught to serve for the welfare of humanity. They must be taught both the love of God and of their fellow men; they must obey and have proper respect for the past, for we build a foundation on the skill of our fathers. The atmosphere of the home is woven into the very tissues of youth. We must teach courtesy and a right spirit towards others. If we save humanity we must save the American home. The influence of a good home is never lost, and all high ideals should receive an impetus at our hearthstones. Too many are in a hurry to make success, we must teach our children to work and wait until they are worthy of success. There is a crying need of religion in the American home, for through religion the finer touches are built into character. A moral training must parallel the mental training in order to make a safe citizenship."

The all-round development of the child was taken up by Professor J. O. Wellman, of the University of New Hampshire, who stressed the individual differences of children, and advocated the use of the best methods of testing, brought out by scientific research in the child field, as valuable in judging the child's capacity fairly. Many a child's life has been wrecked because his capacity was either over-rated or under-rated. Professor Wellman emphasized the grave responsibility of the home education, and urged that every effort be made to make parents intelligent enough to handle their sacred task without damaging the priceless material in making.

Dr. Boger Shattuck, a local physician, spoke of the work of physical testing, and its great value in determining the child's fitness for work, because good mental work and happy social adjustments must be based on a health foundation.

Charles A. King, of Kingston, spoke on hand-

craft as a strong point to consider in the child's all-around development. Drawing, as a development, necessitated keen mental exercise, constituted a language in itself, and gave play for free co-ordination. To encourage handcraft there must be interest as a mental lubricant. A hobby usually involves handcraft, and often points the way to a life occupation. Many great men and women of the country have "found themselves" through a hobby, and given inestimable service to their country thereby. A child with a hobby has interesting occupation for all leisure time, and is far safer than a child using his surplus energy at random.

Rev. Arthur A. Rouner, of the North Congregational Church of Portsmouth, spoke on the development of the child's moral and spiritual growth. He commended beautiful surroundings, books, music, and fine art in the home as creating a moral and spiritual uplift. He believed that the tinsel and tawdry things of life had little attraction for boys and girls brought up in a refined environment. The development of an artistic sense finds beauty also in the practical version of everyday life. Mr. Rouner valued race experience, and considered precepts and rich philosophy of the past worthy of inculcating in the mind of youth. An appreciation of the services of the men who have gone before is wholesome and helpful to youth's progress. Discipline, self-mastery, and ambition must be instilled into youth, and the rights of others must be recognized. There should be loyalty to law, an appreciation of the Bible, and a love for spiritual things. The most vital point for guardians of youth to remember was, in Mr. Rouner's opinion, the setting of a good example.

An interesting project, worked out by the sixth grades of the city, was started three years ago by Mrs. Phyllis Frink, an unusually progressive teacher in the Portsmouth training school. In entertainment of the convention guests "The Song of Hiawatha," a musical cantata by children in costume, and various sections of Hiawatha worked out in drama, was presented as an evening's entertainment.

Mrs. Martha Mason, first vice-president of the National Congress of Parent-Teachers Associations, brought greetings from the national body. She spoke of it as a large united family, which had reached beyond the confines of this nation, and become international. She said the great oak with its roots reaching down to get the facts, the sap carrying vitality to all parts, and the acorn, as fruitful of more growth, was symbolic of the great organization. She spoke of the great conference at Geneva, and emphasized strong points in the association work.

Leisure-time activity was stressed as an important issue. Superintendent H. L. Moore cited the fact that inventions had done much to shorten labor hours, and that likewise it was a commercial tendency, and that the greatest problem of education today was to fill the leisure hours with worthwhile activities. Since the home harbors the child during the major portion of the time, it is largely the home's responsibility. Yet because of untrained parenthood, the school is shouldering this extra burden and through advancement in the cultural arts encourages the leisure-time activity as much as possible.

Mr. Bilbruck, supervisor of music, told of the encouragement which this department was carrying over successfully.

Mr. Brackett, physical director, said his aim for Portsmouth was to fill the leisure hours with physical training which the child liked to do. This policy is carried out to a large extent here. In illustration the elementary grades are learning the United States Army hand signals, and are broadcasting messages with much interest, while incidentally the physical body is exercised. This co-ordination develops a keenness and intelligent response which is fruitful in other work.

Mrs. Frink, of the Portsmouth Training School, spoke of her work of vitalizing "Hiawatha" in such a way as to standardize it as a great masterpiece by which to evaluate other great works.

Following this brief outline of leisure-time encouragement in Portsmouth, there was interesting discussion by delegates and visitors. Every one connected with this convention expressed satisfaction at the interest and apparent progress of the work. Undoubtedly the inspiration of this convention will carry over in better work in many associations. Mrs. Libbey voiced the sentiment that the scarcity of good leaders retarded the work, and could more leaders be found many more associations could be organized.

The resolutions which were adopted by this convention suggest the earnestness of the workers, and embody part of the great plan which the P. T. A. organization is seeking to forward.

It is the public school, in the last analysis, that is going to develop better health, better hygiene and better sanitation in the United States if it is to be accomplished at all.

—Lee Frankel.

Every Teacher a Blackboard Illustrator

By JOHN G. WOLCOTT
Greenhalge School, Lowell, Mass.

WATCHING a teacher draw an Arab's tent on the blackboard makes a greater impression on a child than gazing at a printed picture of the same tent hung on the wall. The motor activity of the teacher and the child's curiosity to see what she is going to do hold the child spellbound. De Merritte A. Hiscoe, instructor of blackboard illustration in the Lowell Normal School, is proving the soundness of this idea. Supervisors of classroom methods will do well to give serious thought to Mr. Hiscoe's discoveries, for they mark a real advance. Eminent psychologists agree on the importance of the motor activity underlying this method of education.

Mr. Hiscoe has an interesting story about a class of boys and girls who learned most of the important facts about Arabia by watching him draw on the blackboard. They had not read a word in preparation. They watched and listened in a state of suspense while he played the part of teacher. Before long, while he talked to the class and described with chalk, he presented a tent, a flat-roofed house, a mill for grinding corn, an Arabian horseman, date trees, and a caravan camel. Months later, when the class came to Arabia in their regular schedule, they remembered the most minute details of Mr. Hiscoe's drawings. The teacher needed to add only a few essentials. She was able to pass on to a new country almost immediately.

The same result cannot be obtained by showing children pictures that are complete before they see them. For proof, witness the effect of photographs in a geography book. They are seen, but soon forgotten. The secret of Mr. Hiscoe's success is found in making use of the psychology of motor activity. It obtains a concentration and a response from the child not discoverable from looking at completed pictures. This fact is unknown generally by the supervisor who is not familiar with motor reaction.

Practical questions arise immediately in the minds of teachers who do not know the secret of Mr. Hiscoe's method. How can the average teacher be expected to draw anything worth looking at? How can a person without any art in her fingers be expected to conjure masterpieces on the blackboard while conducting the lesson required by the schedule?

Mr. Hiscoe answers the questions in his classes in the Lowell Normal School, where he trains the new generation of teachers. Every student in the school is required to take three years of blackboard drawing. Like writing, illustration can not be taught in a week. Mr. Hiscoe's entire time is given to this work. He is one of the few special instructors in blackboard illustration found in Normal Schools. His special training equips him to teach the method of quick illustration to pupils of ordinary ability. In two or three minutes a student can draw pictures of the whole rabbit family, or can draw a clear representation of the effects of a river on topographical formations, while she talks to a class on her subject. In as brief time they can illustrate history with Indians and Puritans. Mr. Hiscoe simplifies the drawing of the human figure by an abbreviated skeleton of straight or curved lines, indicating the posture of the desired character. The average pupil does surprisingly effective work. Masterpieces of art are not expected, because the object is quick illustration for the benefit of children, but the work of some pupils shows indications of art.

The blackboard work in the Lowell Normal School aims at the foundations of teaching. First, grade jingles are illustrated to assist the teaching of phonics. Skill in drawing the animals dear to children is a first requirement. The fascination of animals in action is never forgotten. Specifically, the student's project here is to acquire skill in drawing single line action figures of animals, and in drawing representative outlines around these action lines. Related to this is drawing people in action. Action pictures have dramatic quality that is very important in communicating ideas to children. Another important feature is the drawing of memory images of things in common life or in historical life. All of this instruction leads on to higher thought.

Recently the French department of the school held an exhibit of special work. The correlation with blackboard illustration was apparent in two large chalk pictures of characters from "Tartuffe." The influence of the blackboard lesson was apparent in the drawings of several essays. Mr. Hiscoe's work extends to the very foundations of human education when it reaches the subject of geographical science. His work is of peculiar advantage here because minds too lethargic to discover the meaning of words in books can read the meaning of pictures easily. It is very difficult to interest the average boy or girl in land formations, even when it is explained that these formations give us the history of the earth and man. Pictures reach the average mind more quickly than printed words. Mr. Hiscoe's illustrations are a distinct step in popularizing the scientific knowledge necessary for an understanding of life.

Behind this development of blackboard use stands

Clarence M. Weed, principal of the Lowell Normal School and author of several books on nature study. The idea of a special teacher of blackboard drawing originated with him. Mr. Weed's investigations convinced him of the importance of motor activity and visual education long ago. At the same time he saw the possibility of adding beauty to education through pictures. The utility of picture communication is proved by man's first writings, picture writings. Man first used the thing that he most easily understood. Now the lessons of the primer can be presented to the child by a method he often grasps without effort. Blackboard drawing is a step in the banishment of hidden secrets. As important as anything in this education is that it is attended by the charm inseparate from aesthetic activity. Europeans say America is now emerging from frontier existence into a more civilized mode. Quite apart from what Europeans say, the refinements of life always have come with a better understanding of the methods of communicating ideas.

Forty-Six Years in Boston

[An Interview with Augustine L. Rafter, Assistant Superintendent, Boston. Boston Herald May 3, 1929.]

BY FAR the most important change in pedagogy he has witnessed during the forty-six years' connection with the Boston schools has been the improvement in the quality of teachers. Their technique has been improved amazingly. Today their methods are truly scientific. This has come about through vastly improved methods of preparation. The Boston school teacher is splendidly equipped for her work, and although this improvement has come about almost everywhere, I think it has been developed to a greater degree in Boston. This has been due to our tremendous good fortune in having the Teachers' College, which is second to none in the country.

A new and more felicitous type of head master has arisen in the last decade or two. He is human, very human. There is nothing peculiar or arbitrary about him, as there was about the old type of school master who ruled with a rigid, unyielding hand. The new head master, or principal, is a man or woman in touch with the world, in sympathy with his charges. He recognizes numerous types of boys and girls, and models his methods of instruction and discipline to fit their peculiar needs, abilities and temperaments.

Another significant change is the opportunity offered parents for consulting qualified experts in the matter of deciding which school or what type of work a son or daughter should go into. The parent today can go to any school and obtain extensive reliable information on these important questions from a qualified vocational counselor. To Mr. Rafter, one of the most transcendent changes he has witnessed has been the growth of the high school in Boston. When he entered the teaching profession here in 1883 there were but seventy-one high school teachers. Today there are more than 800, and the number of pupils has increased twelve-fold.

Discipline has grown less rigid and more human, until today the amount of corporal punishment meted out throughout the school system in a year is virtually negligible. Children, he finds, are much more studious than they used to be, and the quality of scholarship is much higher.

Of the many new courses or activities introduced in the schools music has perhaps been the study which has made the greatest strides. He has been in charge of this activity from the time of his election to the Board of Superintendents. When he took charge of the work there was but one school orchestra in Boston. Today practically every high school boasts an orchestra, and eight have bands and three others have fife and drum corps. Almost every elementary school has an orchestra. There has also been formed a symphony orchestra composed of fifty students from the high schools. After this there has also been patterned a junior symphony orchestra.

The speech improvement classes, through which defective speech in children is corrected, were established under Mr. Rafter's direction, as were also the lip-reading classes for deaf children. He also established the classes for conservation of the eyesight of children with impaired vision. In this work special equipment is used, including books with large type, and all writing and blackboard work is done with lettering of large size. The lighting system is also especially devised. Under Mr. Rafter, also, the summer review schools were inaugurated. He has also played an important part in the work of conducting classes for children confined in hospitals in Boston. The Palmer method of penmanship, now exclusively taught in the elementary and high schools, was brought to its present position largely through Mr. Rafter's efforts. Previous to his assuming charge of this activity the Palmer method was taught only by a few teachers here and there, each according to his own system. Today the teachers are trained in this work, and give the subject under the supervision of a director.

Personal and Professional

HENRY MEAD BLAND, poet laureate of California, long time professor of English in the State Teachers College, San Jose, and special lecturer on poetics in the University of California. No one now living on the Pacific Coast has had as inspiring a relation to as many students and readers for as many years as has Henry Mead Bland, and he has never been as rich in creative material as now, and has never had as wide an influence.

DR. ROBERT A. CUMMINS, University of Oklahoma, is rendering highly efficient extension service. In the last two-and-a-half years he has had fifteen semester classes in nine different school systems, with 502 enrollments for credits, and 282 enrollments not seeking credits.

There have been eleven other classes in three cities with a total of 124 enrollments.

In these courses there have been two hundred graduate students and seven hundred undergraduate students and university students.

This extension work of Dr. Cummins of the Oklahoma University is an inestimable scholastic service to the state.

DAVID E. CLOYD, of the Sioux Falls College, head of the Department of Education, died on May 24. He had a wide range of professional experience. At thirty-eight years of age with a Master's degree from Columbia University he was elected superintendent of Wheeling, West Virginia, under a very progressive board of education. This opportunity gave him great publicity, but Wheeling was not ready for such a hectic campaign of progress, and he accepted the principalship of the high school in Spokane, where he made a campaign against fraternities in the high school, and the city was not ready for anything as advanced as this, and Mr. Cloyd, in 1908, five years after his election at Wheeling, went to Des Moines, and for twelve years was engaged in business. In 1920 he became superintendent at Huron, South Dakota, from which position he went to Sioux Falls College, and took an active part in the religious activities of the college and city. He was the author of "Franklin and Education" and "Teaching Civics."

B. W. HARTLEY goes from the superintendency of Louisville, Kentucky, to the superintendency of San Antonio at a salary of $9,000. This is another reminder of the tragic calamity resulting from Kentucky's cheap craze. Hartley is the third superintendent that Louisville has lost because of a state law that will not allow any city in the state to pay a superintendent more than $5,000. Each of the three has gone to a much better paying position.

Mr. Hartley has given Louisville an efficient service that has attracted national attention, as his election to a superintendency that pays almost twice as much as Louisville can pay testifies.

MRS ELISHA A. PECKHAM, Middletown, R.I., is serving the eighteenth year on the school committee of this district. She was secretary of the committee for several years, and chairman of the committee several years, and is always in some professional service in the county, state, or national affairs. Middletown is a suburb of Newport, so that her official activities have the background of that city.

W. P. ABBOTT, superintendent, Greenfield, Massachusetts, for seventeen years, has tendered his resignation in June. Mr. Abbott has been on the firing line of progress every day in these seventeen years. He has at the same time kept the schools on an even keel with public sentiment. He has had the schools serve the community in a wholesome way. There are few superintendents in the state who have had as long a term of service, and none who have balanced citizenship and professionalism more creditably.

MARY WILLIAMS, principal of John Howland School, Providence, sponsored a celebration sometime ago, a celebration of the creation of the first free public school in the town of Providence in 1800 by the man for whom her school is named.

John Howland was born in 1757, and lived through Horace Mann's years of service in Massachusetts. He was forty-three years old when he established the first free public school in Providence.

Miss Williams succeeded Harry H. Lowry as principal of the John Howland School in 1918, Mr. Lowry leaving the principalship to enter upon service in superintendency in Massachusetts, and in eleven years has been superintendent in three different positions in that state.

The John Howland School is always a pioneer in some important educational adventures.

WILLIAM RUTHERFORD, principal of the Union High School, Galt, California, has led the rural secondary schools and junior colleges of the country in the creation of three airplanes by the students. The machines are in use for the public, always handled by the students, and thus far there has been no serious accident.

Emma Willard

By A. E. WINSHIP

EIGHT distinguished Americans were recently honored by having their busts added to others in the Hall of Fame, New York University, in addition to busts placed there before. In this group there were seven men—William Cullen Bryant, Oliver Wendell Holmes, Francis Parkman, Nathaniel Hawthorne, James Madison, Henry Clay, and Henry W. Longfellow. A very distinguished group.

There was also one woman, Emma Willard. This was a distinguished honor for the first famous woman teacher in the New World. She was born in Berlin, Connecticut, in 1787, a year made famous by the passage of the Ordinance of 1787 by the Colonial Congress. She was principal of the academy in her native town at the age of nineteen, and was an assistant in the Westfield Massachusetts, Academy at the age of twenty. At twenty-two years of age Emma Hart was married to Dr. John Willard, of Middlebury, Vt., and at twenty-seven established the Middlebury Female Seminary—the first female seminary in the New World—in her home. At thirty-two years of age she established the Waterford, N.Y., Academy for Young Ladies, and at thirty-four years established the Troy, N.Y., Female Seminary, sixteen years before Mary Lyon established Mount Holyoke Seminary.

In this connection it is interesting to announce the publication, in 1929, "Emma Willard, Daughter of Democracy," by Alma Lutz, a graduate of Troy Seminary (Houghton Mifflin Company).

Emma Willard played a brilliant part in national and international affairs for thirty-two years, and Alma Lutz's "Life of Emma Willard" is a most interesting story of the education of women, as well as of woman's part in helping to solve the various social and political problems of America, England, and Greece. It is one of the really great biographies that has appeared in recent years.

To Soothe Strained Nerves...

and counteract ill effects caused by OVERWORK and BRAIN FAG science devised this most refreshing drink. It adds an unusually delicious tang to any flavor fruit syrup.

You'll enjoy it.

Horsford's Acid Phosphate

D-61-3 AT ALL DRUGGISTS

The Derivation of Oxford

By JACQUES W. REDWAY

A CORRESPONDENT questions a statement in a publication in which it is asserted that the name of the famous university city, Oxford, is derived from an Anglo-Saxon word meaning "oxen." It is more likely that the name owes its origin to a Keltic word meaning "running water," and that the name was applied to a fording place of the river. The Keltic name "uisg"—that is probably the nearest approach to it by means of the English alphabet—appears as a prefix in scores of English place-names in various forms—"ox," "ax," "ex," and "ux." Thus one may find "Oxby," the by or town on the river; Axminster, the church on the river; Axbridge and Uxbridge, the meaning of which is apparent; and in Exeter. There is also an "Oxby" in Denmark. The meaning is plain in "Aix la Chappele." In the form "Aix" it appears in about a dozen places near the shores of the North and the Baltic Sea, and about a dozen times as "Ash," prefixing place-names in England. It is probable that the name exists in Wisby, a place-name of Sweden; in Wisborough Green and in Wisbeck, place-names of England. Applied to streams it appears as "Esk," "Usk," and "Wash."

Along with other forms of place-names this word marks the northern route of the Keltic invasion, which ended where the Atlantic begins. Incidentally, the English word "whiskey"—the Keltic, "uisg beatha"—and the French "Eau de vie," have each the same meaning, namely "water of life."

There is at least one genuine Oxford to be found on the map of Europe, which is literally a fording-place. In the region south of the Balkan peninsula, once a possession of Turkey, there is the Bosporus. But the name is not of the Osmauli; it is pure Greek, "bos," an ox; and poros, a fording-place. Traditions—please do not question them—tell us that when Zeus fell in love with Io, daughter of the King of Argos, the poor girl was compelled to transform herself to a heifer and swim across the strait in order to escape the wrath of Hera, the regular wife of Zeus.

Youth Takes the Helm

By ARTHUR DEAN

Oldsters do funny things sometimes, don't they? They set up some self-made standards and then mourn because younger people don't see fit to accept them. Some of them (don't look at me, I don't) go around, shaking their heads over the prospects of the younger generation and even expressing dreary opinions about the future of the race.

And yet, when they want something done, something that requires ability, courage, foresight and great good understanding, something like the very formidable task of being a university president, they pick out a young man to do it!

At any rate, that is what they did at the University of Chicago. The Board of Trustees needed someone to fill the difficult position of president. Everybody wondered who it would be. The academic world listened with baited breath and when the announcement came it was a great triumph for Youth.

You know what happened. The trustees cast their eyes eastward to a famous men's university in New England and selected the dean of its law school. Raising a law dean to a university president may have been a bit unusual, but the great feature of this event was the fact that this particular dean had just passed his thirtieth birthday.

Of course, when the high school looks at thirty, it doesn't consider it young, but compared with our traditional conception of a university president, thirty is still wearing bibs and rompers.

How can it be anything but a triumph for youth? Here we have one of the most famous institutions of learning in America and at the head of it a young man who can guide, inspire and think with youth from the angle of youth itself.

Under him he will have some five thousand students, a faculty which is an array of world-famed scholars and a university that is one of the largest in number of buildings and one of the richest in the size of its bank account.

But there is no reason to doubt that this young man of thirty won't be equal to the task. We know he has courage because he drove an ambulance during the war and was cited for bravery. We know he has initiative because he organized a co-operative tutoring bureau and worked his way through his alma mater. We know he has ability because he was appointed secretary to his university at twenty-four and dean of its law school at twenty-eight, the youngest of all law school deans.

Now he is the youngest of university presidents in the country and ready to carry on with the courage, determination and progressiveness of youth.

Why should anybody worry about the younger generation when it can produce a university president at thirty?

Copyright.

EDUCATION IN ACTION

Varied Mental Menu At Paris University

The University of Paris, declared to be one of the most versatile in the world, had lectures in one month this year on the theatre and dance in Cambodia, the history of modern architecture in the United States, theories of old age, Spanish art and the theory of probabilities. There was a lecture, too, on jealousy and students might also follow a course in glass-blowing.

Federal Aid For Rural Teachers

Authorization of a Federal appropriation of $200,000,000 covering a period of two years, for co-operation with the states in paying salaries of teachers, supervisors, and principals, and other elementary and high school expenses in rural areas is proposed in a bill which Representative Glover of Malvern, Ark., has introduced. It has been referred to the Committee on Education, not organized for the extra session of Congress. The bill proposes that the elementary principles of agriculture, horticulture, stock and poultry raising and domestic science would be taught in these schools, if the bill should become law.

Immigrant Woman Wins Law Degree

It is never too late to learn for Mrs. Minna Schmidt of Chicago, once a penniless immigrant girl from Germany who at the age of sixty-three receives her master's degree in law. For eight years Mrs. Schmidt has been attending night classes at the Kent College of Law—five nights a week most of the time. It wasn't as though she had to, for from her beginning in poverty she has risen to the head of a million-dollar costume business and an Evanston estate. "I merely took the course to improve my mind," she said, "and make myself fit for the many things I plan to do in the future. When I use my knowledge of law it will be in doing simple, helpful things for the good of humanity."

Harvard Dean Sees Faculty Menace

The disinclination of students in the Harvard theological school, who have received the S. T. B. degree, to continue their studies with a view toward teaching theology offers a menace to the recruiting of a theological faculty at Harvard, according to William L. Sperry, dean of the theological school, in his annual report to the president. "Of the thirty-five men in question," the report says in part, "only one had received the S. T. B. degree from this school. Most of our bachelors of theology go into the active ministry. This fact should dispose of the unwarranted suspicion that our regular theological course is a way of getting out of the ministry rather than a way of getting into the ministry. Those of our S. T. B. men who turn from the ministry to teaching seem to seek positions on an arts faculty rather than a theological faculty. It is apparent, therefore, that as a school we are making little or no provision for the recruiting of our own faculty. I suspect that this situation holds of other schools constituted as ours is constituted.

Girl Wears Nude Hosiery

Thanks to the genius of the stocking manufacturers, a controversy which involved the bare legs of Rosa Milano, seventeen-year-old Wilmington, Del., high school senior, and school authorities has been settled to the satisfaction of both sides. One day Rosa appeared in class minus stockings. She was told to stay away from school until she decided to cover her legs. She refused to wear stockings and her parents backed her up. Then Rosa announced her surrender to the will of the school authorities. When she next arrived in class her legs were the subject of immediate and thorough scrutiny by teachers and classmates alike. Those with good eyesight saw she was wearing stockings of a true flesh color, but from a distance of two paces it was impossible to tell whether or not her legs were covered. Now everybody is happy—Rosa because her legs still show, and the school authorities because she is wearing stockings.

Married Teachers Regain Their Jobs

After listening to the arguments of seven married women teachers who appeared before them in a body and protested their action in refusing to reappoint them to the Watertown, Mass., schools, the Watertown school committee voted to rescind its previous action and to appoint the teachers for another year. The women declared that marriage was no handicap to them in their work, and did not prevent them from giving as efficient and conscientious service to their charges as single teachers. They asked at least for a temporary appointment of another year, as for nearly that period they could not obtain appointments in private schools, whose teaching staffs for the coming year were already made up.

Americans to Build Schools in Albania

Crown grants paving the way for an American university in Albania made Dr. Samuel Wesley, president of the Collegio Internazionale Monte Mario of Rome and director of Methodist missionary work in Italy, a happy man. King Zogu early in June presented to the doctor 380 acres of land for the foundation of an American university located between Durazzo and Kavaya overlooking the Adriatic sea. Besides admitting young men and women for classical instruction, it will train Albanian teachers in American methods of instruction. The university will be supported partly by American church interests and partly by the Albanian government. King Zogu also presented Charles C. Hart, American minister, with 650 acres at Tirana, 4,000 feet above the valley, for use by an American industrial school sponsored and supported by the Junior American Red Cross.

Need Stressed For Late Schooling

The need of raising the school-leaving age is urged more and more in Great Britain, and to the educational arguments social reasons are now being added. At a recent conference in London it was pointed out that "the maxim 'Too old at 16' is accepted as a matter of course in the East End and among welfare workers everywhere." It was said to be a common thing for girls to be turned out of work at 16, and their sisters of 14 engaged instead, because insurance money had to be paid at 16. Boys are dismissed at that age too. The practice exists in all industries, but chiefly among smaller employers. Boys and girls who are out of work feel that they are a burden on their parents, especially when there are younger children in the family to be clothed and fed. The raising of the school-leaving age, it is declared, would prevent this kind of thing. Further, it would reduce the total number available for employment and thus decrease the number receiving unemployment benefits. Thus, proponents say, a financial saving would be effected.

Colleges Should Give Facts on Earnings

That American colleges should apply the ideas underlying President Hoover's economic blue-print on employment to put their working methods on a sounder economic basis, or frankly admit that their purpose is one of "culture and spiritual value," is the recommendation by Dr. Harold Florian Clark, professor of education at Teachers' College, after a year's study of the economic effects of education. The failure of college education to increase the earning power of the vast majority of students, he declared, is not due to the actual curriculum of universities, but to lack of public information regarding the current status of occupations in relation to salaries and opportunities. If prospective students could have a way of learning the opportunities of the various occupations before they enter college, Dr. Clark continued, instead of having to wait until they are graduated to learn of them—or the lack of them —the majority would prefer to enter higher salaried fields.

School Plan To Boom Music

"Music from the kindergarten to the people," is the new slogan of the music department of the Chicago public schools, declared William J. Bogan, superintendent of schools, at the convention in Chicago of the National Association of Music Merchants. He described substantial progress that is being made in Chicago in teaching music in schools, reporting as an illustration that piano is taught in 520 classes to 10,000 pupils in over 300 schools. "A potent method of fostering love of music in high schools and bringing forward leaders is the public concert or the public competition of schools in chorus, orchestras, bands or solo," Mr. Bogan continued. "In Chicago and throughout the Nation this method has stimulated music as never before. It has developed wonderful quality of leadership in teachers who would never have been recognized otherwise. Our school orchestras have been so stimulated that a small but steady and increasing stream of talent has been pouring into our junior civic orchestra and from that into our Chicago Symphony Orchestra."

Parents Graduate In Sons' Classes

A father and mother have just graduated from Arkansas colleges in classes with their children. W. S. Cazort of El Dorado, at commencement exercises at Hendrix College, stood beside his son and received a degree for which he started work twenty-nine years ago. When a young man he was forced to withdraw from school when he lacked only the writing of a thesis to obtain his degree. With the permission of college authorities he wrote the thesis this year. Mrs. Lillie Ralston worked her way through the College of the Ozarks and graduated with her two sons. She was matron of the girls' dormitories, opened a cleaning and pressing shop, and worked as an assistant librarian in the college library. Between times she attended classes with her boys.

School Has a Dog Bought by Pupils

Westward school, Neligh, Neb., has its official dog, collar and all. A stray hound, hanging around the school for several days, fell afoul of the dog catcher. But he had made friends, and the children raised a fund to buy his liberty. Mayor Hewitt heard of the affair, and donated an engraved collar. Pupils share their lunches with the pet, and take turns keeping him overnight. This summer he's to get a vacation trip with one of them.

Budgets Oust Wood Piles

School children of New York City no longer will be compelled to wrestle with such traditional mathematical problems as carpeting floors and splitting cordwood. A new syllabus issued by Superintendent William P. O'Shea calls for the modernizing of mathematical problems, such as figuring family budgets, bank interest, sales discounts and taxes. Greater stress also will be placed on oral work with the view of solving mathematical problems of everyday life without paper and pencil.

University Favors Student Control

The University of North Carolina is holding steadfastly to student government. In order to meet rapidly changing conditions, particularly those resulting from greatly increased enrollments, university students have found it wise to adapt their self-government to the new conditions. By a new plan the dormitories are becoming self-governing communities by a natural process of evolution. An organization called the Carolina Dormitory Club co-operates with and supplements the work of the Student Council. Club and council function as separate and distinct organizations, each within their own jurisdiction.

Rutgers Seniors Told To Seek Overalls Jobs

A doctrine of "overalls, grease and grime" was preached by Dr. John M. Thomas, president of Rutgers University, in his baccalaureate sermon to the 163d graduating class. "You have assimilated poorly what we have been trying to give you at Rutgers," he said, "if you feel yourself above any honest work. Don't be afraid of overalls, nor grease and grime. Don't take the easiest job that offers, but rather the hardest one you can find. Don't take a place where promotion goes by seniority, on the sole ground of length of service; find a position rather in an organization where you must work for every advance."

Fears for Fate Of Scholarship

Dr. James Rowland Angell, president of Yale University, recently declared that the American public has no great interest in scholarship and even less respect for it. He questioned whether scholarship can survive in a democracy as it can in the best of monarchies. "Indeed," he said, "it may be doubted whether there be any general appreciation of what scholarship really is. I suspect that the prevalent conception holds it to be an amiable eccentricity of certain college professors and other persons of like oddity and unimportance in the existing social order. No social group can expect to maintain

THE ARLO BOOKS

Logan Demonstration School, Philadelphia.

Dear Mr. Cobb:
The Philadelphia course of study in English calls for the reading and study of ARLO. I wonder if you realize the joy this delightful book gives to children. It not only holds their interest, but helps to build the character of the children.
(Signed) REBECCA L. GRUBB.

North Weare, N. H.

Dear Mr. Cobb:
I have just finished reading ANITA with my fifth and sixth grades. They each made a booklet of original mind pictures representing each chapter. After the book had been read they wrote the story as they remembered it. — We certainly have enjoyed the ARLO books we have read.
(Signed) VERNICE E. HOOD.

Parts of two letters that came last week, showing that the ARLO books not only train in various reading skills, but fascinate pupils in all grades.

THE ARLO PUBLISHING COMPANY
NEWTON UPPER FALLS, MASS.

the intellectual advantages of its forbears, much less to achieve any substantial progress in the things of the mind, which does not provide a place for, and accord substantial recognition to, the function of scholarship."

$1,000,000 Widens Guggenheim Scope

The trustees of the John Simon Guggenheim Foundation have announced a gift of $1,000,000 from Simon Guggenheim, former United States Senator, and Mrs. Guggenheim, for the establishment of a system of exchange fellowships between the United States and Latin America. The fellowships will be open to citizens of the United States, Argentina, Bolivia, Brazil, Chile, Mexico, Peru and Uruguay. The memorial foundation was established in 1925 by former Senator and Mrs. Guggenheim in memory of a son, and has a capital fund, exclusive of the gift just announced, of $3,500,000. The foundation offers to young productive scholars and artists of the United States opportunities to carry on research work abroad, and since its establishment has granted 230 fellowships. The first of the Latin American fellowships will be granted in Mexico early in 1930.

Story and Study Readers

WITHERS-SKINNER-GECKS

Adopted for basal use in Indiana, Alabama, and North Carolina

JOHNSON PUBLISHING CO.
RICHMOND ATLANTA DALLAS
NEW YORK CHICAGO

TREND OF THE TIMES

AMERICAN WORKMAN can purchase four times as much with his wages as can the workingman in Italy, according to the National Industrial Conference Board. Wages throughout Europe, based on the average of eleven countries, are worth, in purchasing power, only 35 per cent. of wages in the United States. In Canada the wage level is 78 per cent. of that in the United States.

SMALL BOYS in the early days of the automobile a score of years ago used to delight in counting the cars that passed and in competing with one another to see who could identify the largest number by name. Now the small boys who live near airports are playing that same game, excepting that they use airplanes instead of automobiles. An airplane roars out of the sky and lands on an airport. The small boy who is initiated into this new game knows exactly what it is and what type of engine it has and many other details.

FARM PRODUCTION has been increasing so much more rapidly than population that it should not be necessary to expand the net farm area of the Nation during the next decade, in the opinion of Dr. O. E. Baker, economist with the Department of Agriculture. Nearly all the requisite increase in our crop acreage could be obtained by cultivating the crop land lying idle in farms, he said.

MEATLESS MONDAYS have long been accepted as unavoidable by the Brazilian housewife, the reason being that in the past there have been no facilities for refrigeration of foodstuffs. Most municipalities have ordinances requiring that meat be sold within twenty-four hours after the animal is killed. However, with the recent entrance of large American meat packers in Sao Paulo, there is a limited supply of chilled meat available on Monday mornings, but the demand is small, as a lifetime custom is hard to break.

PULLMAN and parlor cars this year for the first time have passed the day coach in popularity, according to the Railway Age. It estimates that 50½ per cent. of the travel was in sleeping and parlor cars, 49½ per cent. in day coaches, for the initial quarter of 1929. It is only eight years ago that about 70 per cent. of railway passenger traffic was handled in day coaches. The demand for the most expensive accommodations — compartments and drawing rooms—is steadily increasing.

THE DAY may be approaching when mankind can be immunized from all contagious maladies, and causes of death can be reduced to old age, the wearing out of organs or accidents. Science already has proved means of preventing four of the gravest diseases which have caused serious ravages throughout history. Attention of the medical world is now centred upon the value of the anti-tuberculosis vaccine of Calmette.

WORLD'S SHIPPING has a new international safety code. Delegates of eighteen maritime nations have signed a convention in London which goes further than any yet devised in guarding the lives and property of those who travel on the ocean highways. The signing took place after six weeks of difficult negotiations conducted by technicians in the privacy of committee rooms. Wireless is required on all vessels of more than 1,600 tons, there must be lifeboats for all, navigation rules are made stricter and there are new rules for internal construction which may go far toward preventing a recurrence of the Vestris disaster.

VASTNESS of the problem of crime is only coming to be recognized in this country, asserts R. Bushnell, district attorney for Middlesex county, Mass. "Few people realize that the cost of the courts and the machinery of the law, together with expense of housing criminals, is thirteen times as great as the combined cost of maintaining our army and navy," he said.

FLOOD LOSSES during the twenty-six years ended June 30, 1928, in the United States accounted for 2,102 lives and damaged property to the extent of more than $1,081,066,472. Since June 30, 1928, more than 100 additional lives have been lost, and property damage and loss has amounted to perhaps ten to fifteen millions of dollars.

BACHELORS in Szechoslovakia over twenty-five years of age would pay income taxes for the benefit of child welfare centres under a proposed bill. But even if all bachelors in the country dodge the impost by marriage, not all the spinsters will have mates, for there is a surplus of women in the nation.

The BOOK TABLE

"THE NEW PATH TO READING." By Anna Dorothea Cordts, Ph. D., Iowa State Teachers College.

THE NEW PATH TO READING PRIMER, Teacher's Edition.

THE WORD METHOD OF TEACHING PHONICS. 328 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Dr. Cordts is making an interesting as well as an important contribution to the basal literature on learning to read, but it is absolutely impossible to hint even at the significance of "The Primer" or of the "Manual for the Primer." There has never been anything comparable to it, nothing to which we can refer by way of suggestion. It must be seen and "The Manual" carefully read to be appreciated.

"The Word Method of Teaching Phonics," a Teacher's Book, is more easily described, for it is a scientific contribution that is likely to influence the teaching of children of Grades one, two and three to read.

Dr. Cordts uses as her basal idea James H. Fassett's "Initial Blend," which has probably had a greater influence upon the learning to read than has any other departure in learning to read in half a century.

Dr. Cordts succeeds in making everything so clear and so simple that the slowest child cannot fail to understand perfectly what he is to do, how he is to do it and why.

Dr. Cordts is a distinct professional personality with complete knowledge of every experiment, as well as demonstration and masterful vision of all possibilities in her famous adventure in "The New Pathway to Reading."

THE MODERN LIFE ARITHMETICS. Six Book Series. By John Guy Fowlkes, University of Wisconsin, and Thomas Theodore Goff, Wisconsin State Teachers' College, Whitewater. Cloth. New York City: The Macmillan Company.

"The Modern Life" indicates the purpose of the authors in all phases of their books. The examples and problems deal with life as it is today. There is no using of old arithmetics. The terminology is also of today, which is of the utmost importance. The methods, devices and illustrations are up to the minute.

The language is always familiar to the children of the grade using each book. There is much reading matter, because in "Modern Life" a school book is expected to be educational in many ways, and is not confined to merely having the child learn the processes scheduled for that book. All school books for use in the seventh grade make all possible contribution to the education in that grade.

The authors studied with great care the arithmetic work in seventy schools in twenty-five states. This gives the books a cross-section of the best work in all sections of the country.

There are literally hundreds of things that we would like to say, but it is a hopeless task to try to do justice to six such books. We can truthfully say that we have seen nothing that we would like to find fault with and nothing that we would not like to commend.

THE PHYSICAL WELFARE OF THE SCHOOL CHILD. A text for Normal School and College. By Charles H. Keene, M. D. Cloth. 506 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

Teaching teachers to teach children of all races, of all social strata, from homes of all varieties of occupations, and of all religious prejudices, is one of the highest of professional skills.

The school books on health and hygiene are helpful as it is possible for them to be, but the teacher must be an example, a natural, wholesome, attractive demonstration of health habits and hygiene practices.

There is as much need of teaching students of the art of teaching in normal schools and colleges regarding the physical welfare of the school child as of any other school subject, possibly greater need.

If you have any doubt about this, examine Dr. Keene's book and you will have your doubts removed.

BASEBALL FOR GIRLS AND WOMEN. By Gladys E. Palmer, Ohio State University. Cloth. 140 pages. New York: A. S. Barnes and Company.

Only those who lived through the years when women could not throw a ball or do anything with her arms as boys did can appreciate what has been achieved by creating a generation of girls who can play baseball creditably.

The real trouble has been that women of yesterday tried to teach girls of today. This book of Gladys E. Palmer makes it easy for those women who never played baseball to help those who are born in a baseball atmosphere.

IMMIGRANT FARMERS AND THEIR CHILDREN. By Edmund DeS. Bruner. With Four Studies of Immigrant Communities. Garden City, New York: Doubleday, Doran and Company, Inc.

These 277 pages are a contribution to the Americanization of Americans, native and foreign, such as has never been made through any other publication.

About one-fourth of the foreign-born immigrants live in rural communities, so that this study of foreign-born farmers and their children has high significance.

The foreign-born farming population in the United States is nearly 1,500,000. The Germans and Scandinarians are about the same, about 140,000 each. Canada is next, England, Scotland and Wales as a group are fourth, Russia and Austria each has about 30,000. No other country has more than 18,000.

Nearly one-half of the foreign-born farmers are in Minnesota, Wisconsin, Texas, Michigan and California. This indicates the thoroughness of the study.

The Institute of Social and Religious Research, which is responsible for this publication, was organized in January, 1921, as the Committee on Social and Religious Surveys. It conducts and publishes studies and surveys and promotes conferences for their consideration. The Institute's aim is to combine the scientific method with the religious motive. It co-operates with other social and religious agencies but is itself an independent organization.

The directorate of the Institute is composed of: John R. Mott, Trevor Arnett, Kenyon L. Butterfield, James L. Barton, W. H. P. Faunce, Francis J. McConnell, Paul Monroe, E. H. Wilkins, Galen M. Fisher.

Books Received

"The Iams of Education and Other Essays." By Alfred N. Whitehead. New York: The Macmillan Company.

"Juan Martin El Empechinado." By B. P. Galdos, notes by Rogers. Stanford University, California: Stanford University Press.

"Karl Marx." By Otto Ruhle. Translated by Eden and Cedar Paul. New York: The Viking Press.

"Holiday Pond." By Edith M. Patch."—"The Southwest in Literature." By M. Major and R. W. Smith. "A Child's Number Primer." Part One and Two. By Julie E. and Saul Badanes.—"Everyday Classics." By Ayer, Baker and Thorndike. New York: The Macmillan Company.

"New Plane Geometry." By Hawkes, Luby and Touton.—"Better English." Grades 7 and 8. By Jeschke, Potter and Gillet.—"Premier Livre de Francais." By Dubrule. Boston: Ginn and Company.

DIRT, DUST AND FILTH
Injure and Destroy Books

ESTABLISHED 1869

Protect Them With
HOLDEN BOOK COVERS
(A WATERPROOF, WEATHERPROOF, ADJUSTABLE JACKET)
DURING THEIR PERIOD OF USE AND ABUSE

BOOKS SAVED MONEY SAVED HEALTH SAFEGUARDED

THE HOLDEN PATENT BOOK COVER COMPANY
SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

She Ought to Get Along!

Sambo had found a job for the week on a railroad section gang, and was taking leave of his family when his wife came to the door and shouted: "Come back heah, Sam. You hasn't cut a stick of wood fo' de stove—and you'll be gone a week!"

The Negro turned and looked very much aggrieved. "Honey," he said in a tone of injured innocence, "what's da mattah? You-all talks as though Ah was takin' de ax with me."

A Fine Point in Driving

Lady driver— "Tell me, George, quick! Which is the right side of the road to keep on when you're running down a hill backwards like this?"

Resourceful

A woman driver ran into an embankment and bent a fender. It worried her. She went to a garage and asked the mechanic:—

"Can you fix this fender so my husband won't know it was bent?"

The mechanic looked at the bent fender and then at her, and said:—

"No, lady, I can't. But I tell you what I can do. I can fix it up so that in a few days you can ask your husband how he bent it."

Who Lost Her Sheep

A farmer said to a girl who called in response to an advertisement for a shepherd: "No, no, my lassie; I advertised for a shepherd, not a shepherdess."

Girl—"I know that, but surely there is no reason why the work should not be undertaken by a woman?"

Farmer—"Well, a woman once tried it and she made a mess of it."

Girl—"Who was she?"

Farmer—"Bo-Peep."

Poor Combination

Mistress—"So your matrimonial life was very unhappy. What was the trouble? December wedded May?"

Chloe Johnson— "Lan' sake, no, Mam! It was Labor Day wedded to de Day of Rest."

The Boiling Point

Little Leonard had been given a kitten for his birthday. He was playing with it by the fire one wintry afternoon. Very soon the kitten began to purr contentedly. Leonard jumped to his feet and, in spite of the kitten's howls, dragged it by its tail across the floor.

"Lenny!" shrieked his mother. "How can you be so cruel? You mustn't treat the poor little pussy like that, I've a good mind to take it away from you altogether."

"But I got to get her away from the fire!" protested the small boy indignantly. "She's beginning to boil."

Walking in His Sleep

The minister called on Mrs. MacShoddie. "By the way," he remarked after a while, "I was sorry to see your husband leave the church last Sunday right in the middle of my sermon. I trust nothing was seriously the matter with him?"

"Oh, no, sir," replied Mrs. MacShoddie. "It was nothin' very serious, but you see, the poor man does have a terrible habit of walkin' in his sleep."

EMERSON
College of Oratory
HENRY LAWRENCE SOUTHWICK, President
The largest school of Oratory, Literature and Pedagogy in America. It aims to develop in the student a knowledge of his own powers in expression, whether as a creative thinker or an interpreter. Degrees granted. Summer sessions. Catalogue and full information on application to
HARRY SEYMOUR ROSS, Dean
HUNTINGTON CHAMBERS BOSTON, MASS.

Why Teachers' Eyes Need Care
FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.
A few drops of Murine Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!
Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK
MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St. | Pittsburgh, Pa., 549 Union Trust Bldg.
Portland, Me., 415 Congress St. | Birmingham, Ala., 808 Title Bldg.
New York, N. Y., 225 Fifth Ave. | Kansas City, Mo., 1020 McGee St.
Syracuse, N. Y., 402 Dillaye Bldg. | Portland, Ore., 409 Journal Bldg.
Philadelphia, 1420 Chestnut St. | Los Angeles, Cal., 548 So. Spring St.

Send for circular and registration form free.

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. Member 8 Beacon Street, Boston
Telephone Hay. 1678. N. A. T. A. Established 1885

BRYANT TEACHERS' BUREAU, Inc.

1759-60 SALMON TOWER
11 WEST 42ND STREET New York City

Member National Association of Teachers' Agencies

Well qualified teachers invited to enroll. Through our New York and Philadelphia offices we place teachers where professional recognition and advancement are greatest.

THE PRATT TEACHERS' AGENCY

70 FIFTH AVENUE, NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools

JOURNAL MAIL BAG

Child's Interesting Essay

Editor, Journal of Education:—

We feel that perhaps the following essay, written by Dorothy Bowen, fifth grade of the Arnold Avenue School of Amsterdam, might be of sufficient interest for you to print.

It was one of the essays written by the children of Amsterdam apropos of the danger of children playing with blasting caps. Every year several hundred children are injured, and some of them are killed, by playing with these objects, which are left lying about by careless workmen. The Institute of Makers of Explosives is asking the aid of all in trying to bring these dangers to the attention of parents, teachers and children. A great many agencies are co-operating, including the school authorities in many states.

Yours very truly,
C. Stewart Comeaux,

BLASTING CAP.

By Dorothy Bowen,

Arnold Avenue School, Grade 5 D, 17 Wilson Avenue, Amsterdam, N. Y.

I am a giant, not a giant in size but in strength. Like all giants, if I am not treated right, and am not used for the things for which I was made, I become very angry. I take my revenge on those who molest me and do not let me rest.

I was created to do a very great and useful work upon the earth. I am very proud of my strength. To those who know how to use me and how to treat me kindly, I am a very obedient servant. I help in the mines to make it possible for you to have coal. I help in the quarries so that you can have stone for your roads and houses. I help in the lumber camps and on the farms. I have helped to win many battles, so you see I am useful to those who are my friends. But, I have blown the eyes out of little boys' and girls' heads. I have blown off their hands. I have killed several children at once. I will do even worse than this if boys and girls do not leave me alone and let me rest. My revenge is sure.

In order that you will know me when you see me and will not molest me, I will tell you what I look like. I am made of brass. I measure about three-fourth inches in width and about one and a half inches in length. My full name is Blasting Cap. If you ever see me lying any place at all, do not touch me as I want to sleep. If you do, I may blow you to pieces. My word is law and must be obeyed.

Meetings To Be Held

JUNE

26-July 4: American School Citizenship League, Boston; Sec., Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston, Mass.; Atlanta, Georgia.

26-30: American Federation of Teachers; Sec., Florence C. Hanson, 506 S. Wabash Avenue, Chicago, Illinois; Memphis, Tennessee.

26-July 3: National Association of Visiting Teachers; Sec., Lois A. Meredith, 8 W. 40th Street, New York City; San Francisco, Calif.

28-July 4: American Classical League; Sec. Rollin H. Tanner, New York University, University Heights, New York City; Atlanta, Georgia.

28-July 4: National Conference of Student Participation in School Government; Sec. Anna M. Hayward, Wiley High School, Terre Haute, Indiana: Atlanta, Georgia.

28-July 4: National Education Association, Washington, D. C.; Sec. J. W. Crabtree, 1201 16th Street, N. W., Washington, D. C.; Atlanta, Georgia.

28-July 4: National Society for the Study and Correction of Speech Disorders; Sec. W. B. Smith, 110 Bay State Road, Boston, Mass.; Atlanta, Georgia.

JULY

1-5: American Home Economics Association, Washington, D. C.; Sec. Frances Zuill, University of Iowa, Iowa City, Iowa; Boston, Mass.

2-4: Federation of Catholic College Clubs; Sec. J. F. Vanhorn, 4025 Aspen Street, Philadelphia, Pa.; Cincinnati, Ohio.

8-12: American Medical Association, Chicago, Illinois; Sec. Olin West, 535 N. Dearborn Street, Chicago, Illinois; Portland, Oregon.

25-August 4: World Federation of Education Associations; Sec. C. H. Williams, 101 Jesse Hall, Columbia, Missouri; Geneva, Switzerland.

AUGUST

22-29: World Association for Adult Education; Sec. Dorothy W. Jones, 16 Russell Square, London, W. C. 1, England; Cambridge, England.

26-27: American Association of Colleges of Pharmacy; Sec. Zada M. Cooper, 105½ S. Clinton Street, Iowa City, Iowa; Rapid City, South Dakota.

SEPTEMBER

2-5: International Association for Commercial Education, Zurich, Switzerland; Sec. A. Latt Schanzenberg, 7, Zurich, Switzerland; Amsterdam, Holland.

5: Massachusetts State Normal School Teachers' Association; Sec. M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

30-October 5: American Public Health Association, New York City; Sec. Homer N. Calvert, 370 Seventh Avenue, New York City; Minneapolis, Minn.

OCTOBER

8-11: Wyoming State Teachers Association; Sec. B. H. McIntosh, Cheyenne; Thermopolis.

17-19: Indiana State Teachers Association; Sec. Mary Harsha, Vincennes; Indianapolis.

17-19: Minnesota Education Association; Sec. C. G. Schultz, 162 W. College Avenue, St. Paul, Minnesota.

17-19: Utah Education Association; Sec. D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah.

18: Indiana History Teachers Association; Sec. Minnie Lloyd, Shortridge High School, Indianapolis; Indianapolis.

20-30: Association for the Study of Negro Life and History, Washington, D. C.; Sec. S. W. Rutherford, 1538 Ninth St., N. W., Washington, D. C.; Washington, D. C.

21-24: National League of Compulsory Education Officials; Sec. J. A. Parker, 63 Pynchon Street, Springfield, Mass.; Kansas City, Missouri.

21-26: Washington Education Association; Sec. A. L. Marsh, 707 Lowman Building, Seattle; Seattle.

24-26: Rhode Island Institute of Instruction; Sec. C. W. Bosworth, Cranston High School, Auburn; Providence.

25: Connecticut State Teachers Association; Sec. S. P. Willard, Colchester; Hartford, New Haven, Bridgeport, Norwich.

28-30: Association of American Medical Colleges; Sec. Fred C. Zapffe, 25 E. Washington Street, Chicago, Illinois; New York City.

28-31: Southern Women's Educational Alliance; O. Latham Hatcher, 401 Grace-American Building, Richmond, Va.; New York City.

30-Nov. 2: Nebraska State Teachers' Association; Sec. E. M. Hosman, Lincoln, Nebraska.

31-Nov. 2: Kansas State Teachers' Association; Sec. F. L. Pinet, 315 W. 10th Street, Topeka, Kansas; Independence, Kansas City, Salina, Topeka, Wichita.

31-Nov. 2: New Mexico Educational Association; J. F. Zimmerman, University of New Mexico, Albuquerque, New Mexico; Albuquerque.

NOVEMBER

6: Child Study Association of America, New York City; Sec. Hettie Harris, 54 W 74th Street, New York City; New York City.

7-9: Association of Governing Boards of State Universities and Allied Institutions; Sec. D. W. Springer, 1202 National Press Building, Washington, D. C.; Lafayette, Indiana.

7-9: Wisconsin Teachers' Association; Sec. B. E. McCormick, 716 Beaver Building, Madison; Milwaukee.

9-12: New Jersey State Teachers' Association; Sec. C. B. Dyke, Short Hills; Atlantic City.

11: New Jersey Association of Teachers of English; Sec. B. E. Riggs, High School, New Brunswick; Atlantic City.

13-16: Missouri State Teachers Association; Sec. E. M. Carter, Columbia; St. Louis.

14: National Committee for Mental Hygiene, New York City; Sec. Clifford W. Beers, 370 Seventh Avenue, New York City; New York City.

14-16: Arkansas Education Association; Sec. H. L. Lambert, Box 1986, Little Rock; Little Rock.

14-16: Association of Urban Universities; Sec. C. S. Marsh, 25 Niagara Square, Buffalo, New York; Cincinnati, Ohio.

18-19: National Association of State Universities in the United States of America; Sec. A. H. Upham, Miami University, Oxford, Ohio; Chicago, Illinois.

19: American Art Bureau, Chicago, Illinois; Sec. Edwin Brown, 106 W. Jackson Blvd., Chicago, Illinois.

20: Carnegie Foundation for the Advancement of Teaching, New York City; Sec. Clyde Furst, 522 Fifth Avenue, New York City; New York City.

20-21: Illinois City Superintendents Association; Sec. H. B. Black, Matoon; Urbana.

25-28: South Dakota Education Association; Sec. N. E. Steele, Sioux Falls; Rapid City.

25-30: Texas State Teachers Association (colored); Sec. J. W. Rice, 2600 Swiss Avenue, Dallas; Houston.

26-27: Association of Public School Trustees of Virginia; Sec. F. Diehl, Farmville; Richmond.

TEACHERS' AGENCIES.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.

Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.

SEND FOR CIRCULARS

ALBERT TEACHERS' AGENCY

25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
43RD YEAR York Rite Temple, Wichita, Kansas

TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN TEACHERS' AGENCY

introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.

C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

The Corlew Teachers' Agency

GRACE M. ABBOTT, MANAGER
120 BOYLSTON STREET, BOSTON
Member of National Association of Teachers' Agencies

KELLOGG'S AGENCY recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place, or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

TEACHERS WANTED for Schools and Colleges **NATIONAL TEACHERS AGENCY, Inc.**

D. H. Cook, Gen. Mgr., Philadelphia, Penna.
Other Offices: Syracuse, N. Y., Cincinnati, O.; Northampton, Mass., Memphis, Tenn.; Pittsburgh, Penna.; New Haven, Conn.

WINSHIP TEACHERS' AGENCY

ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies

Wm. B. ITTNER, Inc.

ARCHITECTS

A record of achievement.
430 Schools in
105 Cities and Towns in
28 States
St. Louis, Mo.

FRANK IRVING COOPER CORPORATION

ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

What Would YOU Do?

If "It" Happened Tomorrow?

SUPPOSE you suffered an Accident tomorrow that disabled you for weeks or months—

Suppose you were suddenly taken sick and a substitute took your place—

Who would help you pay the Doctor, the Nurse and the Board Bill?

Accident, Sickness and Quarantine are the three major causes that rob thousands of Teachers of a portion of their salaries every year. We know that one Teacher out of five suffers such a loss every year.

Will You Get Your T. C. U. Check When You Need It?

Thousands of teachers the past year have had a similar experience to that of Mrs. Marion Loney, a California teacher, who writes:

> "An epidemic of influenza broke out in our community and I got it. Had an extra hard dose of it and was confined to bed for nearly three weeks. Then I needed a T. C. U. check—and I got it!"

How easy it is for something to happen—an overplus of the wrong kind of germs, or an accident. One starts out in the morning feeling fine, with the world looking like a good place in which to live. But this evening—or tomorrow—may find one in the hospital, facing a prolonged period of inactivity and a greatly increased expense account.

Then you will feel as Miss Della Hiteshew, Windber, Pa., felt when she wrote:

> "In time of sickness there is nothing so comforting as knowing that there is a friend so prompt, fair and kind as the T. C. U., ready to help you pay the doctor and the nurse. This comforting knowledge goes a long way in hastening recovery from sickness."

Send for our booklet which explains T. C. U. Protection in detail and shows you what hundreds of teachers all over the country think of it. Mail the coupon today. It places you under no obligation.

Teachers Casualty Underwriters

441 T. C. U. Building Lincoln, Nebraska

Safe! Under the T. C. U. Umbrella

What the T. C. U. Will Do for You When "It" Happens to You

Pay $50 a Month when you are totally disabled by accident or confining sickness.

Pay $11.67 a Week when you are quarantined and your salary has stopped.

Pay $25 a Month for illness that does not confine you to the house, but keeps you from your work.

Pay 20 Per Cent increase in sick benefits for two months when you are confined to an established hospital.

Pay $50 a Month when you are totally disabled by injuries received in an automobile accident, and $1000 for accidental death in an automobile disaster.

Pay $333 to $1000 for major accidents, or for accidental loss of life.

These indemnities are increased 10 per cent for each consecutive annual renewal of the policy for not to exceed five years.

Doubles these benefits for travel accidents sustained in railroad, street car or steamboat wreck.

Operation benefits in addition to other benefits after your policy has been maintained in force for one year.

Policies paying larger benefits are also issued.

FREE INFORMATION COUPON

To the T. C. U., 441 T. C. U. Building, Lincoln, Nebraska

I am interested in knowing about your Protective Benefits. Send me the whole story and booklet of testimonials.

Name.....

Address.....

(This coupon places the sender under no obligation)